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ABSTRACT

Now in the third year of operation, the Oklahoma Leadership in Educational Administration (LEAD) Project is implementing a professional development program for state educational administrators. The mission of the project is to develop and implement a research-based leadership skills training model to improve the effectiveness of practicing school administrators with preference given to beginning principals, women, and minority members. The strength of the Oklahoma LEAD Project lies in the involvement of practitioners in the design of materials for use by peers, and in the establishment of close working relationships with several groups in the state who deal with administrative preparation, certification, and professional development. The Oklahoma project is structured to provide support to practitioners working to implement the Oklahoma Minimum Criteria for Effective Teaching and Administrative Performance. A total of seven Instructional Modules have been designed to aid implementation, including the "Site-Based School Improvement" Module, which provides hands-on training in cooperative processing, collaborative planning, profiling, change and climate, and development of a site plan. A total of 45 people from 12 school districts, representing 43 school sites, were trained as "trainers" in the initial round of LEAD Project training. A second round of training conducted by the "trainers" has now begun. (KM)

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DEVELOPMENT OF SITE-BASED SCHOOL IMPROVEMENT IN OKLAHOMA

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INTRODUCTION

Now in the third year of operation, the Oklahoma Leadership in Educational Administration (LEAD) Project is implementing a professional development program for state administrators which utilizes materials and methods developed by practitioners to meet needs brought about by state legislation for reform in education. The Oklahoma Project is structured to provide support to practitioners working to implement the ***Oklahoma Minimum Criteria for Effective Teaching and Administrative Performance***. The criteria used by Oklahoma to evaluate administrators are basically the same as the criteria identified by the Federal Secretary of Education as necessary skill areas for administrators. (See MATRIX)

The mission of the Oklahoma LEAD Project is to develop and implement a research-based leadership skills training model to improve the effectiveness of practicing school administrators with preference given to beginning principals, women, and minority members. The mission of the Oklahoma Project is based upon the following "Statements of Belief":

1. Effective schools require effective leaders.
2. Effective school leaders make decisions based upon proven practices and a knowledge of current research.
3. Effective leaders strive for continuing professional development.
4. School leadership is strengthened through collaboration with higher education, professional associations, the State Department of Education, and business and industry.

The Oklahoma LEAD Project is an example of success in using current research to design and implement training strategies for public school administrators. The Oklahoma Project involves concepts of quality circles by involving in the developmental process those who will use the end product. Practitioners from state public schools were selected to design instructional modules for use by peers. Consultants from the major comprehensive universities which deal with administrator preparation helped design a process to allow for the development of instructional modules by state administrative practitioners. Group strategies were used in all phases of

development to insure the final product was appropriate to the population it is designed to help. The structure allows for modeling of concepts which will be taught. An effort is being made to provide resources and training to front line administrators to help them accomplish tasks they have been recently mandated by the state legislature to accomplish.

The success or failure of the Oklahoma LEAD Project will be measurable. An assessment process developed for the project allowed for the collection and future evaluation of data to determine the effect the LEAD training has on participating districts. Baseline data was collected from school districts participating in the initial training provided in November of 1988. A bench mark was established to measure variance in selected areas to be addressed by the professional development activities designed by the Oklahoma LEAD Project training. The assessment instrument constructed allowed for the collection of data in the areas of "Decision-Making" (*Do Participate* compared to *Wish to Participate*), "School Climate", and "Supervisory Communication Patterns". Data were collected before training began and will be collected at other appropriate times to allow for tracking of change which occur in the three areas.

Strength of the Oklahoma LEAD Project lies in two areas: 1) the involvement of practitioners in the design of materials for use by peers, 2) and the establishment of close working relationships with several groups in the state who deal with administrative preparation, certification, and professional development. By working cooperatively, long range plans for the improvement of administrative skills can be coordinated. The Oklahoma LEAD Project has provided a common avenue of travel for the various groups in the state which work with state administrators.

INSTRUCTIONAL MODULE DEVELOPMENT

Several Instructional Modules designed to help Oklahoma Administrators effectively implement the ***Oklahoma Minimum Criteria for Effective Teaching and Administrative Performance*** have been developed or are in the final stages of development. Using a developmental process designed by Oklahoma LEAD Project staff and consultants,

practitioners have developed materials to help peers improve in their roles as instructional leaders. Instructional modules developed or under development include:

Module I:	**Site-Based School Improvement**
Module II:	**Teaching Criteria**
Module III:	**Supervision/Evaluation**
Module IV:	**School Discipline**
Module V:	**Student Achievement**
Module VI:	**Expectations**
Module VII:	**Research Retrieval/Application**

SITE-BASED SCHOOL IMPROVEMENT INSTRUCTIONAL MODULE

The cornerstone to the LEAD Project instructional module program is the first module developed--"Site-Based School Improvement". The module was developed for the Project by practitioners from the Norman, OK, Public Schools, University consultants, and the Oklahoma LEAD Project Director. The Module is designed around programs already tried, tested, and in place in the Norman, Oklahoma, Public School system. The basic form of this program has been used in the Norman system during the past several years.

The training package developed for dissemination and training includes a **Trainers Manual** which allows for the Training- of- Trainers in the concepts of site-based school improvement, a **Participant's Training Manual**, and a **Participant's Activities Book**. The time taken to train the initial group of "Trainers" involved five days and four evenings of activities. Follow-up meetings and practice training sessions in the form of "Awareness Activities" were also scheduled to help those trained make the transition to become "Trainers". "Trainers" were provided hands on experiences in the following areas:

1. **Cooperative Processing.**
   Cooperative Processing is a tool for administrators to use with staffs to facilitate participation and communication in problem solving and planning.

2. **Collaborative Planning.**
   Collaborative Planning is a rational process that allows a school district or individual school to

2. **Collaborative Planning.**
   Collaborative Planning is a rational process that allows a school district or individual school to develop a vision or mission, goals, and plans that will move it from here it is to where it wants to be.

3. **Profiling.**
   Profiling is a process which allows a school staff to examine pertinent data concerning teaching and learning; a school profile is a comprehensive "picture" of the school.

4. **Change and Climate.**
   Managing change is a critical element in promoting a positive climate and facilitating the successful implementation of the desired change.

5. **Development of a Site Plan.**
   A Site Plan is a school improvement plan that outlines the mission of a school and the action that will be taken to reach the specific goals and objectives targeted in the plan. The research, tools strategies, concepts, and models presented in sessions relating to the areas listed above will be applied to the development of a site plan for school improvement.

Fifty-five participants from twelve school districts, representing forty-three separate school sites were trained as "Trainers" in the initial round of Oklahoma Project LEAD training. Most of those districts have been able to provide regional training sites this year for a second round of training by their "Trainers". Each district site involved in the second round of training has held an "Awareness Activity" designed and presented by their staff members who have received LEAD training. Follow-up sessions have been held with each site to provide a continual base of support. Neighboring schools have been identified and selected for training by regional "Trainers" and dates have been selected for the training at each site. The second round of training by "Trainers" has now begun. The ripple has started across the state of Oklahoma.

Data will continue to be collected and analyzed to determine effects the program methods and materials have on participating district personnel and staff of personnel trained using the Oklahoma model. By examining the results of training provided and using feedback to make needed modifications, the Oklahoma LEAD Project will strive to improve the educational leaders in the state.

Matrix

OKLAHOMA MINIMUM CRITERIA	SECRETARY'S PRIORITY SKILL AREAS							
	A Creating & enhancing environments for learning	B Evaluating curricula to improve effectiveness	C Analyzing instruction & teacher performance	D Appraising student school performance	E Understanding applying research outcomes	F Organizing managing school resources	G Ensuring discipline & school order	H Developing human relations skills
1. The administrator and staff develop goal statements which are a result of a needs assessment, a written analysis of student test scores and other data as well as community input.	●	●		●				
2. The administrator uses a minimum of instructional time for non-instructional routines, thus maximizing time on task.	●					●		
3. The administrator works with staff to develop and communicate defined standards of conduct which encourage positive and productive behavior.	●						●	
4. The administrator establishes and maintains rapport with staff and students providing a pleasant, safe and orderly climate for learning.	●							
5. The administrator works with staff in collegial and nonthreatening ways to promote and improve instruction.	●		●					●
6. The administrator sets high expectations for staff.	●							●
7. The administrator provides needed resources for staff.						●		
8. The administrator works with staff to establish curriculum objectives, sequence and lesson objectives.		●						
9. The administrator works with staff to assure that all learners are involved in the learning process.	●	●		●			●	
10. The administrator assists the staff in monitoring student progress.				●				
11. The administrator works with the staff to develop a program to recognize academic achievement.			●	●				
12. The administrator educates the staff to recognize and display the teaching criteria upon which evaluation is conducted.			●					
13. The administrator observes in the classroom the performance criteria as defined by the district.			●					
14. The administrator summatively evaluates the staff only after classroom observations are made, performance feedback is given, growth goals are set and alternative methods are offered.			●					●
15. The administrator provides written discipline policies to which students are expected to perform.	●						●	
16. The administrator provides a written school building improvement plan that supports the district's five-year school improvement plan describing goals, objectives and staff development activities.	●	●	●	●	●	●	●	●
17. The administrator provides a written analysis of student test scores and other data to assure that the various student populations are benefiting from the instructional program.	●	●	●	●	●			

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